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## Calendar

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Professor Edge

### Rationale

Through time there have been people who have made an influence for those ahead of them. These people, though they may not be famous, are still an important part of our life. These people are writers and storytellers and they are the ones who make dreaming and inspiration so important to younger and older generations.

Fairytales, Folklore, and Fables are the topic of this unit for the 9<sup>th</sup> grade. The reason as to why fairytales, folklore, and fables were chosen for this unit plan is because there are many different aspects of fairytales, folklore, and fables that can be used in class and it is good for multicultural education. Most children in their youth have been told some form of fairytale, folklore, and/or fable by their parent/guardian and it would be an excellent way for them to revisit their youth and discover a basis for inspiration and creative writing. Dennis Fisher writes “An in-depth analysis of incidents in a fairy tale can prove to be an enlightening and productive exercise. Not only will the process enable you to discover the hidden meaning of the fairy tale, your efforts will be rewarded by a remarkable improvement in your ability to think more creatively” (Fisher).

Fairytales, folklore, and fables are universal and because they have been around for a long time there are multiple Medias in which they can be found. Cinema is a good example of a different and unconventional media in which fairytales can be found. Disney

has done a wonderful job at harnessing fairytales in movies (Sleeping Beauty, Snow White, ect...) and those can be used in the classroom.

Also, there have been several cartoons that have managed to have fairytales, folklore, and fables in the plot or theme. There are several Bugs Bunny episodes that have implemented the ideas of fairytales, folklore, and fables. One famous episode is “Little Red Riding Rabbit” in which Bugs Bunny is depicted as the classic character of “Little Red Riding Hood”. There have been several movies put out in the world which are based off of the original Grimm fairytales, even a movie about the Grimm brothers has been released recently and would be a good reference on how they got their ideas, even if it is just a Hollywood representation. In having this type of outlet, the students are going to be able to read the original story and actually see how it has been modified into something that is family friendly or something completely different. It opens the door to critical thinking and comparing and contrasting literature to film. It will also be useful to ELL students and to those students who are visual learners.

Another main reason that fairytales, folklore, and fables would be a good idea for a unit would be because of the cultural aspects that come with fairytales. Each culture has their own stories that they share from generation to generation. Sometimes, the story is about the same character but written very differently. Also, fairytales, folklore, and fables have different morals that accompany the story and the morals could be different depending on the culture that told the story.

Fairytales, folklore, and fables are everywhere, in all cultures. There are even fairytales, folklore, and fables that have never been read in the American culture. They aren't the same in every culture which will make a broad opening for cultural growth in the

classroom. First, students will be introduced to many different fairytales, folklore, and fables, common in the American culture. Different stories will be taken from [americanfolklore.net](http://americanfolklore.net). Students need to understand a little about the different aspects of their own culture before they venture off into another. Then after a week of different American Folklores students are going to travel the world of literature and discover the similarities and differences in well know fairytales. It gives students from different cultures a chance to share something about their culture with the class, thus creating a greater community for higher learning. Also, with the American Folklore week, students from other cultures will gain a lot from the American culture that even the students who have lived here all their lives didn't know. It is because they are fairytales, folklore, and fables that the students are going to want be engaged. There will be something for everyone (action, adventure, love, horror).

Each week the students are going to be introduced to a variety of fairytales, folklore and fables from near and far. The main text that is going to be used in the unit is going to be *Grimm's Complete Fairy Tales*. For fables and folklore, it will be in the student's hands mostly and the internet will also be used to find stories. If there are ample amounts of fairytales, folklore, and fables for a certain culture, then there will also be a discussion in the week or on that day about the selected story's culture.

At the beginning of the week, there will be an introduction to the stories or story that will be covered that week. Each day after that, until Friday (if more time is needed it will be pushed to the following week) the story or stories will be read and discussed by the class. Students are going to be required to keep a journal and respond daily to the "Seeds for Thought" prompt or another assigned prompt. Different versions will be brought in and

discussed thoroughly. By the end of the week, the students should have retained the knowledge and will be given a quiz on the main points covered. The final project of this unit will be a large fairytale, folklore, and fable project. Throughout the unit, students will be given a writing project almost each week. They will be using the information that they obtained from the topic of that week and writing a similar themed fairytale, folklore, and fable. Students will submit drafts throughout the 9 weeks and then they will compile the final drafts into a “book” of their own and they will present one story to the class. Afterwards, the students will pick one story and put into the class’ fairytale, folklore, and fable book. The books will remain in the classroom and students, even though they are not in the class, will be able to come back and reflect and enjoy and read them for all time.

By using such diverse topic like fairytales, folklore and fables we are able to utilize the strengths in each and every student. They are going to be compelled to be creative and think outside of the box. Students are going to be able to see different perspectives and see that there are so many different stories out there to learn from. It will also be a very interesting experience for them because they will also be carrying away the morals of those stories that will be covered. It will be a very good chance to try out the Socratic method of teaching which I have become so fond of. Once they have read the story or stories, a discussion group will commence and they are going to be able to talk about what they liked/disliked, learned, feel, ect... about the story. Hopefully the students are going to want to be interactive and carry a lot away about creative writing, critical thinking, community, and culture from this unit.

## References

Fisher, Dennis. "Creative Imagination and Fairytales." *Enzine Articles*. 2009. 22 Apr  
2009 <[http://ezinearticles.com/?Creative-Imagination-and-Fairy  
Tales&id=666214](http://ezinearticles.com/?Creative-Imagination-and-Fairy-Tales&id=666214)>.

## Unit Goals

LA.910.1.5.1: The student will adjust reading rate based on purpose, text difficulty, form, and style.

Through reading aloud in class, take home assignments (finding FF&F in pop culture), and through being introduced to texts from different cultures, the students will encounter new vocabulary and adjust in an encouraging class environment.

LA.910.1.6.8: The student will identify advanced word/phrase relationships and their meanings;

The students will encounter many new texts with some familiar themes. All FF&F's will involve analysis and reflection. In their journals and in their class discussions they will be able to identify themes and hidden ideas (morals) through word/phrase relationships, along with rhetorical devices.

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

By beginning with the students' prior knowledge of the material (FF&F), a pop culture view of the material and journaling and class discussions, the students will be helping to set up the tone for the entire nine weeks. They will make predictions and begin by teaching each other what may be similar or different in how they each bring FF&F to the learning environment. As a class, we hope to walk away with new, broad and different ideas.

LA.910.1.7.2: The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;

Through class discussion and journaling, the students will identify the author's purpose/morale of each work.

LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

The students will do this both individually and in group work. At the end of every reading, they will use one sentence to summarize the story/tale. Also, through doing such, we will examine as a class how different variations of these stories may come about (through paraphrasing and word of mouth).

LA.910.1.7.4: The student will identify cause-and-effect relationships in text;

Class discussions, journaling and cooperative learning groups.



LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

Through using the same stories as different cultures may tell it (e.g. Little Red Riding hood – USA children's version vs. German version).

LA.910.1.7.7: The student will compare and contrast elements in multiple texts

LA.910.2.1.2: The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict)

LA.910.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written

Also how it reflects the people of that part of the world.

LA.910.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details

Mainly in class discussions, but also will appear in end-of-the-week reading quizzes.

LA.910.3.2.2: The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant

The students will use their journal as a reference tool at the end of the nine weeks to write a term paper. They will have various topics to choose from.

LA.910.3.4.2: The student will edit for correct use of capitalization, including names of academic courses and proper adjectives

The students will read the rough draft of their work aloud to their learning group, and as they are doing so, proof for errors.

LA.910.3.4.3: The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;

LA.910.4.2.2: The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information

When the students quote or reference a FF or F in their paper, they will give the author of said work due credit in MLA format.

LA.910.3.5.3: The student will practice sharing with others, or submitting for publication.

Again, they will be reading some journal entries and their rough draft aloud to their group.

LA.910.4.3.1: The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments

LA.910.4.3.2: The student will include persuasive techniques

In order to be a well done paper, the student will have to persuade the reader to see from their point of view on an opinion based essay.

MAIN GOAL:

Through guided instruction, the students will come to define Fable, Fairy Tale and Folklore along with “Moral” and “community” in their own words. Using this knowledge, and by bringing their own prior knowledge and experiences to the table, the students will eventually create a fairy tale of their own. By comparing and contrasting themes and ideas throughout the unit (reading/viewing different fables and fairy tales), and by researching problems and needs within their own community, the students will develop a creative story to teach to the members of their community for the benefit of the whole.

## **Rubric**

**A** To earn this grade, you must be an active participant in class discussions, complete all journal entries (along with bell ringer questions), complete and earn a completion grade on the Fairy Tales, Fables and Folklore in Pop-culture project, earn a B or better average grade on the projects for each week, and earn an A on the final written portion of the unit (your own fairy tale).

**B** To earn this grade, you must participate in most class discussions, complete all but one full journal entries (and all bell ringers), complete and earn a completion grade on the Fairy Tales, Fables and Folklore in Pop-culture project, earn a C or better average grade on the weekly projects, and earn a B grade on the final written project (your own fairy tale).

**C** To earn this grade, you must participate in about half of the class discussions, complete all but two full journal entries (and most bell ringers), complete and earn a completion grade on the Fairy Tales, Fables and Folklore in Pop-culture project, earn a D+ or better average on the weekly projects, and earn a C grade on the final written portion of the unit (your own fairy tale).

**Warning:** Any student falling below the **C** level grade requirement will have a personal conference with me. The rubric for **D** and **F** level will not be posted as we will strive as a team to achieve higher.

**Absences:** If you have an excused absence from class, your class participation for the day will be excused. For each unexcused absence, a journal entry will be added to your requirements (so to complete the **A** track, you would then have to write all complete journal entries + #unexcused days). Please see the log at the front of the room and complete all bell ringer questions/ journal questions upon the day you return to class.

## Introductory Lesson for Fables, Fairy Tales and Folklore Unit

Day One: What is a Fairy Tale, a Fable or Folklore?

Grade Level: 9th-10<sup>th</sup> Grade English

Sunshine State Standards:

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

LA.910.1.7.4: The student will identify cause-and-effect relationships in text;

Objectives:

The students will be able to give their own definition to F, F & F.

The students will be able to compare and contrast different literary works/references to identify common goals.

The student will be able to identify a moral or meaning of a F, F, or F.

Materials:

Printed copies of Little Red Riding Hood.

Film clip of Bugs Bunny version of the above.

Clip of “Into the Woods” including Red Riding Hood.

“Fables” graphic novels

“Sleeping Beauty Novels” by Anne Rice

“Lady in the Water” film

Procedure:

10 minutes: Have Bugs Bunny clip playing when students enter the room and sit down.

Take attendance while they finish watching the cartoon.

20 minutes: Introduce topic as F,F & F. Prompt students: “What is a fairy tale?” Expect to be greeted with examples of “fairy tales” - try and draw out more. “Well, what similarities do all fairy tales have with one another?” “Why do you think we have fairy tales in our culture?” Discuss morals – why they are important. “Who knows the story of the boy who cried wolf?” ::show of hands:: Retell story (since it's so short), ask students what the moral is.

10 minutes: Read a different version of Little Red Riding Hood – how was this similar or different from the one you saw when you came into class? Why do you think we have different versions of the same story? (We teach our children morals in ways we think are entertaining to them – tell them multiple times so they may remember – etc). What other

stories can you think of with multiple versions? Do they end the same? If not, do they have the same moral?

5 minutes: This all should give them seeds for thought to write about. Have them define “fairy tale” and “moral” in their journals (3 sentence minimum). Explain that it's okay if this “definition” changes over the next few weeks.

5 minutes: Introduce assignment for the next day: find a version of a fairy tale in popular culture. Reference the bugs bunny clip as an example. Give them a handout with specific instructions and aids of where to look (ie: video game websites, comic book websites, TV commercials, etc.)

Continued: Day two

5 minutes: Take attendance and get students prepared to present. Do your own presentation as the teacher to show that you did the assignment with them, and to model what you might like them to say about what they have found.

45 minutes: Each student will be given time to present their findings. If time runs over, continue on day three. If it runs under, do a read-aloud of Grimm's fairy tales for the rest of the period.

Day 3: Morals for adults

5 minutes: Take attendance and introduce the idea of adults still needing that moral reminder. “When was the last time you saw an adult reading a fairy tale?” (Don't expect much of a response). “Is there anything you can think of that reminds adults to do the right things?” (Use buckle-up signs as an example. The show “Cops”, Religious texts, etc).

30 minutes: Show parts of “Into the Woods” musical.

5 minutes: Do a book-talk on the “Fables” graphic novel series.

5 minutes: Anne Rice's “The Sleeping Beauty Novels” book talk (parental discretion advised!).

5 minutes: Redefine “Fairy Tale” and “Moral” today in your journal. If your definition hasn't changed, please experiment putting it into different words (3 sentence minimum).

Day's 4 and 5:

5 minutes: Take attendance. Ask your students if they can think of any modern day F, F or F. Give them a few minutes to think. Introduce “Lady in the Water” - a film by M. Night Shyamalan. Explain that he told this to his children as a fairy tale before they'd go to sleep at night. Hand out worksheet to go with the film.

Worksheet: Table for characters, character traits, character importance (list good and evil characters, please).

Can a story have more than one moral?

What moral(s) do you think the “Lady in the Water” teaches us?

What do you think about more abstract morals? Like it, hate it? Why?

Who was your favorite character and why? How did they relate to you? If they exemplified a moral, how did they do it?

Why do you think it is important to have fairy tales, folklore or fables for all ages?

What did you like or dislike about this fable? Why?

45 minutes: Watch “Lady in the Water”

Day 5:

5 minutes: Attendance, start film.

45 minutes: “Lady in the Water”

Assessment:

Journals will be graded at the end of each week.

Students will have defined and redefined “F, F or F” and “Moral”

Students will have related “FF&F” and morals to popular culture and identify how they work within different age groups.

Students will compare and contrast different media through writing.

Extension:

Over the weekend, ask a parent or older relative what their favorite fairy tale, fable or folklore is and why? Ask them what the moral of it is, and give a brief summary of the story.

## Week 2 – Connections

Grade level: 9th-10<sup>th</sup> grade English

Sunshine State Standards:

[LA.910.3.5.3: The student will practice sharing with others, or submitting for publication.](#)

[LA.910.4.3.1: The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments](#)

[LA.910.1.7.7: The student will compare and contrast elements in multiple texts](#)

[LA.910.1.7.4: The student will identify cause-and-effect relationships in text;](#)

Objectives:

The students will be able to connect FF&F to their family and to their community.

The students will be able to compare and contrast different works and why they are valued.

The students will be able to create a short story frame including a moral.

Day one:

5 minutes: Attendance, prepare students for sharing their weekend assignments. Model by presenting your own example of the assignment that you completed ahead of time. This will set them up, letting them know what you'd like them to include.

40 minutes: Student presentations.

5 minutes: Journal prompt – Who shared something similar to you today? How was it similar? Define “community” in your own words, and keep it in mind for tomorrow.

Day two:

2 minutes: Attendance.

37 minutes: Prompt students to define “community” out loud in class discussion. Divide students into small groups. Post the following questions on the overhead and have groups discuss amongst themselves – create a poster to show your answers. What is unique about their community? Who are some of the community leaders? What do they do to be leaders? What are some of the rules we follow in our community? How do those leaders teach us the rules? What about the classroom community? What are some of our guidelines?

10 minutes: Project introduction – go home and find a newspaper article, internet article, commercial or television show that teaches the members of our community right from wrong. Find a fairy tale that relates best to this lesson. Must have visual aid, and comparison/contrast sheet. Give students a handout with specific instructions and allow them two days for completion.

Day three:

2 minutes: Attendance

15 minutes: Read Hansel and Gretel – American version.

15 minutes: Read Hansel and Gretel – German version.

25 minutes: Have students compare and contrast the stories in their journals. Open discussion: What do we tell children today that deals with the conflict in this story? (Don't talk to strangers – don't take candy from strangers) Do you think this is important in our community? How about on Halloween? Discuss candy/stranger safety. Journal: How would you explain this to your three year old sibling? Which version of the story would you tell? Why?

2 minutes: Wrap up – remind students to be ready to present tomorrow.

Day four:

5 minutes: Attendance and model presentation for students (use an episode of Cops or the like).

45 minutes: Student presentations.

Day five:

2 minutes: Attendance

15 minutes: Allow to finish presentations if they go over time.

25 minutes: Discussion: after seeing the presentations, what moral do you think needs to be shared most in our community? (Write students' answers on board) Why? (List reasons next to morals) Divide students into small groups. Have the students create a framework for teaching the moral they think is the most important in the fairy tale, fable, folklore tradition (must have beginning, rising action, conflict and resolution). Use Smokey the Bear as an example – fictional character teaching moral. Can be in the form of any media (Script for TV show, Commercial, Written Story, comic strip, etc) Have students write down the finished outline in their journals.

3 minutes: Wrap up, collect journals, no assignment for the weekend.

Assessment:

Students will have used prior knowledge and research skills to compare and contrast the importance and significance of morals in their community.

Students presented clearly the relationships between a fairy tale's morals and the morals needed for positive societal structure.

Students completed a framework to help teach a needed moral in their community.





**Lesson Title:** Tales of America (The smaller things that make us great...)

**Grade:** 9 and 10

**Duration:** 50 minutes

**Date:** Monday

### **Objectives**

Students will be able to discover about the American history by reading some of the most famous folktales America has to offer.

### **Cultural Objectives**

Students are going to learn the heritage of the American culture. They are going to be able to take some of the most famous and the least known stories of the American culture and relate it to what they know today.

### **SSS**

**LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;**

**LA.910.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.**

**LA.910.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;**

### **Materials**

Washington D.C. story

Discussion questions (if necessary to use them)

### **Procedure**

#### **Introduction/Attendance (10-15 minutes)**

This week the students are going to come into class having already been introduced to the unit. They are going to start off with something they should all be familiar (or even unfamiliar with), American Folklore. ELL students can take this opportunity to learn about all the different sayings that come from a lot of these stories. Also, ELL students will be able to learn about the American culture from a literary point of view. Each day this week,

the students will be reading and discussing two different stories from two different states in the U.S.

### **Washington D.C. and Discussion (25-30 minutes)**

The first story that the students are going to be learning about is the ghost fable that is associated with the nation's capital. Some students have never been to Washington D.C. so it is important for them to see that just because it is our capital doesn't mean it has the same old stories to tell.

Discussion Questions to promote thought: "What do you think about this story?" "What would you do if you heard voices in your house?" "Why?" "What are some modern TV/movies that deal with ghosts and the paranormal?"

### **Conclusion (5 minutes)**

The conclusion of the day will be a brief explanation about what the students are going to be doing in the next class. The next day, students are going to be covering *Florida* and *Alabama*.

### **Assessment**

Students will be assessed on their discussion today.

## **The White House Ghosts**

retold by

S. E. Schlosser

It is said that Lincoln's ghost haunts the White House. He appears in the room where the Lincoln bed is kept. Harry Truman once responded to a 3 o'clock knock on his door and found no one there. He attributed the knock to Lincoln.

Lincoln is said to return to the White House when the security of the country is at risk. He strides up and down the second floor hallway, raps at doors, and stands by certain windows with his hands clasped behind his back. One staff member claimed to have seen Lincoln sitting on his bed pulling on his boots.

A bodyguard to President Harrison was kept awake many nights trying to protect the president from mysterious footsteps he heard in the hall. He grew so tired and worried; he finally attended a séance to beg President Lincoln to stop so he could get enough sleep to properly protect the president!

Abigail Adam's ghost was seen drifting through the closed doors of the East Room to hang the laundry during the Taft administration.

A gardener claims to have spoken to the ghost of Dolly Madison, who reproved him for trying to remove the rose bushes she had planted over a hundred years ago.

In the 1930's Andrew Jackson's ghost could be heard laughing in the Rose room.

In 1952, extensive repairs were done to the second floor of the White House. Since then, the ghosts have not walked so actively.

**Lesson Title:** Florida and Alabama

**Grade:** 9 and 10

**Duration:** 50-55 minutes

**Date:** Tuesday

### **Objectives**

Students will:

- create a “sketch to stretch” in order to portray the main point of the two stories
- share and discuss the projects and their findings about the two states

### **Cultural Objectives**

Students will:

- Gain a better understanding about where the special terms in society come from
- Compare these stories to those they know in other cultures and pop culture
- Use images from their own culture to create the central meaning of the stories

### **SSS**

**LA.910.1.7.8:** The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

**LA.910.1.7.1:** The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

**LA.910.2.1.1:** The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

**LA.910.2.1.2:** The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);

**LA.910.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;**

### **Materials**

Florida Story  
Alabama Story  
Journals  
Word bank for ELLs  
Paper  
Pens/Pencils/Crayons....

### **Procedure**

#### **Introduction/Attendance (5-10 minutes)**

Students will come into class and take their seats. Students will take out their journals and begin working on their “Seeds for Thought” prompt immediately while attendance is being taken.

Journal Prompt- “What do you already know about Florida? What do you know about Alabama?”

#### **Florida and Alabama/Activity/Discussion (30-35 minutes)**

Students will divide up into groups of 3 or 4 (make sure ELL’s pair up with native English speakers). This should take about 2 minutes. Then, each group will receive a different story, one will get Florida and one will get Alabama, and so on. This will make sure the students aren’t reading the same story so they have something to share. Students will be given about 10 minutes to read each story (they are short, it won’t take that long). Next the students will have 20 minutes to create a “sketch to stretch” in order to visualize the stories (this will help ELL students think outside the box and visualize the text).

### **Sketch to Stretch Explained**

Students will be given one piece of paper for the group and some coloring items. Using the stories on Florida and Alabama, they are going to create a picture that incorporates what the students believe is the central idea of the story. They will use the descriptions in the text to come up with a picture story.

#### **Conclusion- Groups Present (10 minutes)**

For the conclusion of this lesson, the groups are going to be presenting their sketch to stretch. Even though there might not be enough time for all the groups to present what they have, they will get the opportunity to present in the morning of the next day, so no worries if there is a time run over. Make sure to collect the projects from the students so they will have them to present tomorrow morning if they didn’t get to today.

### **Assessment**

Students will be assessed on their sketch to stretch. They won't be graded on their artistic ability; however, they will be graded on their ability to create an image that relates to the text.

### **Christmas Gift (Florida)**

retold by  
S. E. Schlosser

Away down South, an old custom dictates that if someone comes up to you on Christmas Day and says "Christmas gift" before y'all do, why y'all are obliged to give that person a present. Mind you, the custom does not say what sort of present y'all should give! But those of us who hail from the South consider ourselves to be gentlefolk. The gifts given and received in this manner are good enough to keep the custom alive and well.

Now, this is not to say that this custom does not have its drawbacks. Why, the Devil himself got a hold of the eastern coast of Florida in this manner! The Devil, being a canny fellow, knew that God was walking about Florida one Christmas Day, so he hid himself behind a stump. When the Lord came strolling by, the Devil jumped out real fast and said: "Christmas gift!" And the Lord, being as fine a Southern gentleman as you could meet, held up to his end of the custom and told the Devil, "You can have the east coast," and continued his stroll. So now the Devil plays hurricane games with the east coast of Florida whenever it pleases him.

### **Why Opossum Has A Bare Tail (Alabama)**

(Creek/Muscogee Tribe)  
retold by  
S. E. Schlosser

One day, Opossum was walking in the woods around sunset when he spied Raccoon. Now Opossum had always admired Raccoon because he had a beautiful tail with rings all around it.

So Opossum went up to Raccoon and said: "How did you get those pretty rings on your tail?"

Raccoon stroked his fluffy long tail fondly and said: "Well, I wrapped bark around the tail here and here and here," he pointed. "Then I stuck my tail into the fire. The fur between the strips of bark turned black and the places underneath the bark remained white, just as you see!"

Opossum thanked the Raccoon and hurried away to gather some bark. He wrapped the bark around his furry tail, built a big bonfire, and stuck his tail into the flames. Only the bonfire was too hot and too fierce. It instantly burned all of the hair off the Opossum's tail, leaving it entirely bare.



Opossum wailed and moaned when he saw his poor tail, but there was nothing he could do but wait for the fur to grow back. Opossum waited and waited and waited. But the tail was too badly burnt by the fire and the fur did not grow back. Opossum's tail remained bare for the rest of his life.

Opossum tails have been bare ever since.



← Opossum

**Lesson Title:** California and Missouri

**Grade:** 9 and 10

**Duration:** 50 minutes

**Date:** Wednesday

### **Objectives**

Students will:

- Think critically about the characters in the stories.
- Develop thoughtful responses by thinking critically about situations

### **Cultural Objectives**

Students will:

- take what they know from their own culture and tie it in to their responses to the journal prompts.

### **SSS**

**LA.910.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;**

### **Materials**

California Story  
Missouri Story  
Journal

### **Procedure**

#### **Introduction/Attendance (10-15 minutes)**

Students will come into class and wait for attendance to be called (about 3 minutes). Instead of a “Seeds for Thought” journal entry they are going to be able to finish presenting if they didn’t get a chance to yesterday.

#### **California and Missouri (25-30 minutes)**

Students will first be given a story from California “Healthy Climate” and a journal prompt to write after reading the short tale.

**Journal Prompt-** “What would you do if you lived as long as the man in the story?”

That should take about 15 minutes. For the remaining 15 minutes, students are going to be reading the story from Missouri “Jesse James and the Widow”. Along with that story, the students are going to be given another journal prompt.

**Journal Prompt-** “What would you do if you were put in the situation of the widow? Do you agree with the actions of Jesse James?”

**Conclusion (5 minutes)**

Students will not have enough time in class to share their responses to the Journal prompt, and that is ok. They will get a chance to the next day. While students are packing up, it would be a good opportunity to let them know that they will be having a class wide discussion on their journal responses tomorrow and they are going to be starting a writing project, more details on that in the next couple days.

**Assessment**

Students will be assessed on their journal entries.

### **Healthy Climate (California)**

retold by  
S. E. Schlosser

California must be the healthiest state in the union, yes sir! I know of one chap who's grandfather lived to be 200 years old. The old man got awful tired of living after awhile, but couldn't seem to sicken and die.

Finally, his relatives tactfully suggested he try traveling away from California. And sure enough, it worked. The old man took sick not long after leaving and died.

It was part of his last request that they bury him in California; so his heir had his body shipped home. But wouldn't you know it, as soon as he crossed the border into California, the old man revived and rose right out of his coffin, as spry as ever. His heir suggested more travel, but the old man decided to stick it out until his time came.

### **Jesse James and the Widow (Missouri)**

retold by  
S. E. Schlosser

One day, as Jesse James and his gang were riding through Missouri, they saw a farmhouse and stopped to ask for something to eat. A widow lived there with three small children. She didn't have much in the house, but shared with them what she had.

It was while they were eating lunch that Jesse James noticed that something was bothering this generous widow. He questioned her about it, and she broke down and told him her story. The mortgage was due on the house that very day, and since her husband had died, she did not have the money to pay it. Her landlord was not a generous man, and was sure to put her children and herself out on the street.

"How much money do you need to pay the mortgage?" Jesse asked the widow.

"Fifteen hundred dollars," the widow sobbed.

Jesse James took out his money bag, counted out \$1500 dollars and presented it to the widow.

"I can't take this," she protested, but Jesse James insisted she use the money to pay off the mortgage.

"Just make sure you get a receipt," he warned her, and she promised that she would. Then he got a description of the man, and left with his gang.

Jesse James and his gang waited in the woods near the house until the man had collected his money from the widow. Then they rode out onto the road and stole their money back from the landlord.

**Lesson Title:** Hawaii and Project Introduction

**Grade:** 9 and 10

**Duration:** 50 minutes

**Date:** Thursday

### **Objectives**

Students will:

- discuss their thoughts about the journal prompts from the previous day
- develop an outline for their final project for the week on American Folklore

### **Cultural Objectives**

Students will:

- use prior knowledge about their culture to influence their responses to the discussion questions

### **SSS**

**LA.910.2.1.2: The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);**

**LA.910.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;**

### **Materials**

Journals  
Hawaii Story  
Word Bank  
Project instructions

### **Procedure**

#### **Discussion/Attendance (30-35 minutes)**

Students will come in to class and take out their journals. Once the attendance is taken (about 2 minutes), the discussion on yesterday's journal prompts is going to begin. The discussion will begin with the California story (15 minutes).

**Discussion Questions:** "What are your thoughts on the California man?" "Why" "What would you do if you lived that long?" "Why?"

Students will then be asked about the Missouri story (15 minutes).

**Discussion Questions:** “What are your thoughts on the Missouri Story?” “What would you do if you were in the widow’s situation?” “Do you agree with the actions of Jesse James?” “Why? Why not?”

When the discussion is over, pass out the Hawaii story for homework along with questions for the Hawaii story.

**Project introduction (10 minutes)**

Students are going to be starting a writing project based on the material that they covered in class. Students are going to create their own “state” and make up a creative folklore that makes their state stand out. They can take inspiration from the stories that they read throughout the week or they can research more American Folklore tales at [www.americanfolklore.net](http://www.americanfolklore.net) . The project is going to be at least 2 pages long, typed, double spaced, 12 pt Times New Roman font and will have to include the name of the state and a creative title for their folktale. The proper headings for all papers will also be required.

**Assessment**

Students will be assessed on the discussion and the questions on the Hawaii story.

## **The King of Sharks (Hawaii)**

retold by  
S. E. Schlosser

One day, the King of Sharks saw a beautiful girl swimming near the shore. He immediately fell in love with the girl. Transforming himself into a handsome man, he dressed himself in the feathered cape of a chief and followed her to her village.

The villagers were thrilled by the visit of a foreign chief. They made a great luau, with feasting and games. The King of Sharks won every game, and the girl was delighted when he asked to marry with her.

The King of Sharks lived happily with his bride in a house near a waterfall. The King of Sharks, in his human form, would swim daily in the pool of water beneath the falls. Sometimes he would stay underneath the water so long that his bride would grow frightened. But the King of Sharks reassured her, telling her that he was making a place at the bottom of the pool for their son.

Before the birth of the child, the King of Sharks returned to his people. He made his wife swear that she would always keep his feathered cape about the shoulders of their son. When the child was born, his mother saw a mark upon his back which looked like the mouth of a shark. It was then she realized who her husband had been.

The child's name was Nanave. As he grew towards manhood, Nanave would swim daily in the pool beside the house. Sometimes, his mother would gaze into the pool and see a shark swimming beneath the water.

Each morning, Nanave would stand beside the pool, the feathered cloak about his shoulders, and would ask the passing fishermen where they were going to fish that day. The fisherman always told the friendly youth where they intended to go. Then Nanave would dive into the pool and disappear for hours.

The fishermen soon noticed that they were catching fewer and fewer fish. The people of their village were growing hungry. The chief of the village called the people to the temple. "There is a bad god among us," the chief told the people. "He prevents our fishermen from catching fish. I will use my magic to find him." The chief laid out a bed of leaves. He instructed all the men and boys to walk among the leaves. A human's feet would bruise the tender leaves, but the feet of a god would leave no mark.

Nanave's mother was frightened. She knew her son was the child of a god, and he would be killed if the people discovered his identity. When it came turn for the youth to walk across the leaves, he ran fast, and slipped. A man caught at the feathered cape Nanave always wore to prevent him from being hurt. But the cape fell from the youth's shoulders, and all the people could see the shark's mouth upon his back.



The people chased Nanave out of the village, but he slipped away from them and dived into the pool. The people threw big rocks into the pool, filling it up. They thought they had killed Nanave. But his mother remembered that the King of Sharks had made a place for her son at the bottom of the pool, a passage that led to the ocean. Nanave had taken the form of a shark and had swum out to join his father, the King of Sharks, in the sea.

But since then, the fishermen have never told anyone where they go to fish, for fear the sharks will hear and chase the fish away.

### Questions

1. What did the King of Sharks see that made him turn into a handsome foreign chief?
2. What would you do if you found out you were married to someone like the King of Sharks? Would you be happy? Frightened? Angry because you were deceived?
3. If you were the fisherman, what would you suspect was happening to the fish?
4. What do you like most about this story? What do you like least?

**Lesson Title:** Create-A-State and Folklore

**Grade:** 9 and 10

**Duration:** 50 minutes

**Date:** Friday

**Objectives**

Students will:

- use their creativity to create folklore and state

**Cultural Objectives**

Students will:

- Use prior knowledge of their culture and other cultures to create a state and folklore

**SSS**

**LA.910.4.1.2: The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.**

**Materials**

Paper

Pens/Pencils

Project directions

**Procedure**

**Introduction/Attendance (5 minutes)**

Students will come and submit their homework (Hawaii questions) and take their seats for attendance.

**Final Project Explanation and Beginning (45 minutes)**

Students are going to be creating their own state. It will have a creative name and folklore. Students can use what they have gained from the stories of this week and they can take inspiration from some of the folklores from their own culture. The teacher will take about 10 minutes to explain the project and about 5 minutes to answer any questions students may have about it. Once that is finished, the students will be able to work on an outline for their project while in class. They will have to submit the outline to the teacher by the end of the period. The outline should include:

- Name of the state

- Title of the folklore
- Brief outline of what the story is going to contain
- Story outline must contain a “grabber”, a main problem/character, and a creative ending

The teacher will initial the outline of each student and the student will have to submit the outline with the project on that following Monday.

**Assessment**

Students will be assessed on their completion of the outline for their state and folklore and then the completion of the story.

### Story Writing : Create-A-State and Folklore

CATEGORY	4	3	2	1
Introduction	First paragraph has a "grabber" or catchy beginning.	First paragraph has a weak "grabber".	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first paragraph.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.

Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Title	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.
Requirements	All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.

**Lesson Title:** Yen-Shen, the Chinese Cinderella

**Grade-** 9 and 10

**Duration:** 50 minutes

**Objectives**

SWBAT think critically about the cultures and the stories that will be introduced today.

SWBAT reflect on the cultures talked about and the different version of Snow White they are going to be reading over the next couple days

**Cultural Objectives**

SWBAT gain a greater understanding of another culture through the diverse way they tell a familiar story.

**Sunshine State Standards**

LA.8.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.

LA.8.1.6.1 - use new vocabulary that is introduced and taught directly;

LA.8.1.6.3 - use context clues to determine meanings of unfamiliar words;

LA.8.1.7.2 - analyze the author's purpose and/or perspective in a variety of texts and understand how they affect meaning;

LA.910.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

**Materials**

2 or 3 different versions of Cinderella

Pens/Pencils

Journals

Word Bank (For ELLs)

**Procedure**

**Introduction/Attendance (5-10 minutes)**

Greet the students to open up a comfortable atmosphere. Wait for students to get settled and take attendance while they answer the "Seeds for Thought" journal prompt.

**"When you were young, what was your favorite fairy tale as a child? Were any of these from Disney? Describe your thoughts."**

**Discussion/ Yeh-Shen Reading (30-45 minutes)**

Ask questions to prompt discussion on the weekly story (Who has two evil step sisters and a wicked stepmother? What version of this story do you know the best? Did you know that the first version of this classic tale started in 860 AD in China?)

-Pass out the Chinese version of the tale of Cinderella (Yeh-Shen) and the word bank. Have the students get into small groups (no more than 3 to a group, this should only

take 1-2 minutes) and read aloud quietly to each other. Make sure that ELL students do not pair up with each other, put them in groups with native English speakers. After they are finished reading the story, they are going to go back to their seats (this should take 1-2 minutes) and we will discuss the story as a group.

“What did you find?”

“How is it different from the Disney *Cinderella*?”

### **Conclusion (5-10 minutes)**

The students will take out their journals and write their personal thoughts about the story and use what they already know about Cinderella to make a prior knowledge compare and contrast.

### **Assessment**

The assessment of today's lesson will come from the participation in the groups, the discussion, and the journal entry. Students will receive participation points for the discussion and reading in the groups and a grade of 20 points for their journal entry.

## **Yen-Shen (Chinese Cinderella)**

During the time of the Ch'in and Han dynasties, a cave chief named Wu married two wives and each gave birth to baby girls. Before long Chief Wu and one wife died leaving one baby, Yeh-Shen, to be reared by her stepmother. The stepmother didn't like Yeh-Shen for she was more beautiful and kinder than her own daughter so she treated her poorly.

Yeh-Shen was given the worst jobs and the only friend she had was a beautiful fish with big golden eyes. Each day the fish came out of the water onto the bank to be fed by Yeh-Shen. Now Yen-Shen had little food for herself but she was willing to share with the fish. Her stepmother hearing about the fish disguised herself as Yen-Shen and enticed the fish from the water. She stabbed it with a dagger, and cooked the fish for dinner.

Yeh-Shen was distraught when she learned of the fish's death. As she sat crying she heard a voice and looked up to see a wise old man wearing the coarsest of clothes and with hair hanging down over his shoulders. He told her that the bones of the fish were filled with a powerful spirit, and that when she was in serious need she was to kneel before the bones and tell them of her heart's desires. She was warned not to waste their gifts.

Yeh-Shen retrieved the bones from the trash heap and hid them in a safe place. Time passed and the spring festival was nearing. This was a time when the young people gathered in the village to meet one another and to find husbands and wives. Yen-Shen longed to go to the festival but her stepmother wouldn't allow it because she feared that someone would pick Yeh-Shen rather than her own daughter.

The stepmother and the daughter left for the festival leaving Yeh-Shen behind. Yeh-Shen wanting desperately to go asked the bones for clothes to wear to the festival. Suddenly she was wearing a beautiful gown of azure blue with a cloak of kingfisher feathers draped around her shoulders. On her feet were beautiful slippers. They were woven of golden threads in a pattern of a scaled fish and the soles were made of solid gold. When she walked she felt lighter than air. She was warned not to lose the slippers.

Yeh-Shen arrived at the festival and soon all were looking her way. The daughter and stepmother moved closer to her for they seemed to recognize this beautiful person. Seeing that she would be found out, Yeh-Shen dashed out of the village leaving behind one of the golden slippers.

When she arrived home she was dressed again in her rags. She spoke again to the bones, but they were now silent. Saddened she put the one golden slipper in her bedstraw. After a time a merchant found the lost slipper, and seeing the value in the golden slipper sold it to a merchant who gave it to the king of the island kingdom of T'o Han.

Now the king wanted to find the owner of this tiny beautiful slipper. He sent his people to search the kingdom but no one's foot would fit in the tiny golden slipper. He had the slipper



placed on display in a pavilion on the side of the road where the slipper had been found with an announcement that the shoe was to be returned to the owner.

The king's men waited out of site. All the women came to try on the shoe. One dark night Yeh-Shen slipped quietly across the pavilion, took the tiny golden slipper and turned to leave, but the king's men rushed out and arrested her. She was taken to the king who was furious for he couldn't believe that any one in rags could possibly own a golden slipper. As he looked closer at her face he was struck by her beauty and he noticed she had the tiniest feet.

The king and his men returned home with her where she produced the other slipper. As she slipped on the two slippers her rags turned into the beautiful gown and cloak she had worn to the festival. The king realized that she was the one for him. They married and lived happily ever after. However, the stepmother and daughter were never allowed to visit Yeh-Shen and were forced to continue to live in their cave until the day they were crushed to death in a shower of flying stones.

**Lesson Title:** Cinderella (Grimm)

**Grade:** 9 and 10

**Duration:** 50 minutes

**Date:** Tuesday

**Objectives**

SWBAT take what they gained from Yen-Shen and develop an H map which compares and contrasts the two different stories

**Cultural Objectives**

SWBAT look at two different versions of the same conceptual story and see how each one reflects the culture and the time

**SSS**

**LA.910.2.1.1:** The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

**LA.910.2.1.6-** create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;

**LA.910.3.1.1:** The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

**Materials**

Grimm Cinderella  
Yeh-Shen Cinderella  
Word Bank  
Pen/Pencil  
Journal

**Procedure**

**Attendance (5 minutes)**

Students will come in to class and take a copy of the Grimm tale *Cinderella*. Attendance will be taken while they are getting settled.

**Grimm Tales (15-20 minutes)**

They will then popcorn read the story aloud for the first 15-20 minutes of class.

**H-map Activity (10-15 minutes)**

After that is finished, an H map will be drawn on the board. Students will pull out their copy of Yeh-Shen and their journal. Students will have 5 minutes to write about the Grimm version of *Cinderella* in their journals. After which, the students will be asked to share their findings. As they share and generate a discussion amongst themselves as a class, the teacher will write the important points on one side of the H map. Students will then reflect on their findings in their journal.

The teacher will then stop the discussion after 5 minutes and switch to Yeh-Shen. The teacher will ask for contrasting elements from what was written on the Grimm side. Then the students will find the comparing cultural and literary elements and the teacher will write them in the middle of the map.

For the remaining class period, the teacher is going to introduce the assignment that will be due on that following Monday.

**Assignment-** Students will be creating their very own version of Cinderella. They will use the notes they have taken on the first two stories and they will also be watching the movie and reading one final story. Detailed assignment attached.

**Assessment**

Students will be assessed on the participation in the popcorn reading and H-map activity.

## **Grimm Cinderella**

The wife of a rich man fell sick, and as she felt that her end was drawing near, she called her only daughter to her bedside and said, "Dear child, be good and pious, and then the good God will always protect thee, and I will look down on thee from heaven and be near thee." Thereupon she closed her eyes and departed. Every day the maiden went out to her mother's grave and wept, and she remained pious and good. When winter came the snow spread a white sheet over the grave, and when the spring sun had drawn it off again, the man had taken another wife.

The woman had brought two daughters into the house with her, who were beautiful and fair of face, but vile and black of heart. Now began a bad time for the poor step-child. "Is the stupid goose to sit in the parlor with us?" said they. "He who wants to eat bread must earn it; out with the kitchen-wench." They took her pretty clothes away from her, put an old gray bedgown on her, and gave her wooden shoes. "Just look at the proud princess, how decked out she is!" they cried, and laughed, and led her into the kitchen. There she had to do hard work from morning till night, get up before daybreak, carry water, light fires, cook and wash. Besides this, the sisters did her every imaginable injury—they mocked her and emptied her peas and lentils into the ashes, so that she was forced to sit and pick them out again. In the evening when she had worked till she was weary she had no bed to go to, but had to sleep by the fireside in the ashes. And as on that account she always looked dusty and dirty, they called her Cinderella. It happened that the father was once going to the fair, and he asked his two step-daughters what he should bring back for them. "Beautiful dresses," said one. "Pearls and jewels," said the second. "And thou, Cinderella," said he, "what wilt thou have?" "Father, break off for me the first branch which knocks against your hat on your way home." So he bought beautiful dresses, pearls and jewels for his two step-daughters, and on his way home, as he was riding through a green thicket, a hazel twig brushed against him and knocked off his hat. Then he broke off the branch and took it with him. When he reached home he gave his step-daughters the things which they had wished for, and to Cinderella he gave the branch from the hazel-bush. Cinderella thanked him, went to her mother's grave and planted the branch on it, and wept so much that the tears fell down on it and watered it. It grew, however, and became a handsome tree. Thrice a day Cinderella went and sat beneath it, and wept and prayed, and a little white bird always came on the tree, and if Cinderella expressed a wish, the bird threw down to her what she had wished for.

It happened, however, that the King appointed a festival which was to last three days, and to which all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they, too, were to appear among the number, they were delighted, called Cinderella and said, "Comb our hair for us, brush our shoes and fasten our buckles, for we are going to the festival at the King's palace." Cinderella obeyed, but wept, because she, too, would have liked to go with them to the dance, and begged her step-mother to allow her to do so. "Thou go, Cinderella!" said she. "Thou art dusty and dirty, and wouldst go to the festival? Thou has no clothes and shoes, and yet wouldst dance!" As, however, Cinderella went on asking, the step-mother at

last said, "I have emptied a dish of lentils into the ashes for thee; if thou hast picked them out again in two hours, thou shalt go with us." The maiden went through the back-door into the garden, and called, "You tame pigeons, you turtle-doves, and all you birds beneath the sky, come and help me to pick

"The good into the pot,  
The bad into the crop."

Then two white pigeons came in by the kitchen window, and afterwards the turtle-doves, and at last all the birds beneath the sky came whirring and crowding in, and alighted amongst the ashes. And the pigeons nodded with their heads and began pick, pick, pick, pick, and the rest began also pick, pick, pick, pick, and gathered all the good grains into the dish. Hardly had one hour passed before they had finished, and all flew out again. Then the girl took the dish to her step-mother, and was glad, and believed that now she would be allowed to go with them to the festival. But the step-mother said, "No, Cinderella, thou hast no clothes and thou canst not dance; thou wouldst only be laughed at." And as Cinderella wept at this, the step-mother said, "If thou canst pick two dishes of lentils out of the ashes for me in one hour, thou shalt go with us." And she thought to herself, "That she most certainly cannot do." When the step-mother had emptied the two dishes of lentils amongst the ashes, the maiden went through the back-door into the garden and cried, "You tame pigeons, you turtle-doves, and all you birds under heaven, come and help me to pick

"The good into the pot,  
The bad into the crop."

Then two white pigeons came in by the kitchen window, and afterwards the turtle-doves, and at length all the birds beneath the sky came whirring and crowding in, and alighted amongst the ashes. And the doves nodded with their heads and began pick, pick, pick, pick, and the others began also pick, pick, pick, pick, and gathered all the good seeds into the dishes, and before half an hour was over they had already finished, and all flew out again. Then the maiden carried the dishes to the step-mother and was delighted, and believed that she might now go with them to the festival. But the step-mother said, "All this will not help; thou goest not with us, for thou hast no clothes and canst not dance; we should be ashamed of thee!" On this she turned her back on Cinderella, and hurried away with her two proud daughters.

As no one was now at home, Cinderella went to her mother's grave beneath the hazel-tree, and cried,

"Shiver and quiver, my little tree,  
Silver and gold throw down over me."

Then the bird threw a gold and silver dress down to her, and slippers embroidered with silk and silver. She put on the dress with all speed, and went to the festival. Her step-sisters and the step-mother, however, did not know her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress. They never once thought of Cinderella, and

believed that she was sitting at home in the dirt, picking lentils out of the ashes. The prince went to meet her, took her by the hand and danced with her. He would dance with no other maiden, and never left loose of her hand, and if any one else came to invite her, he said, "This is my partner."

She danced till it was evening, and then she wanted to go home. But the King's son said, "I will go with thee and bear thee company," for he wished to see to whom the beautiful maiden belonged. She escaped from him, however, and sprang into the pigeon-house. The King's son waited until her father came, and then he told him that the stranger maiden had leapt into the pigeon-house. The old man thought, "Can it be Cinderella?" and they had to bring him an axe and a pickaxe that he might hew the pigeon-house to pieces, but no one was inside it. And when they got home Cinderella lay in her dirty clothes among the ashes, and a dim little oil-lamp was burning on the mantle-piece, for Cinderella had jumped quickly down from the back of the pigeon-house and had run to the little hazel-tree, and there she had taken off her beautiful clothes and laid them on the grave, and the bird had taken them away again, and then she had placed herself in the kitchen amongst the ashes in her gray gown.

Next day when the festival began afresh, and her parents and the step-sisters had gone once more, Cinderella went to the hazel-tree and said—

"Shiver and quiver, my little tree,  
Silver and gold throw down over me."

Then the bird threw down a much more beautiful dress than on the preceding day. And when Cinderella appeared at the festival in this dress, every one was astonished at her beauty. The King's son had waited until she came, and instantly took her by the hand and danced with no one but her. When others came and invited her, he said, "She is my partner." When evening came she wished to leave, and the King's son followed her and wanted to see into which house she went. But she sprang away from him, and into the garden behind the house. Therein stood a beautiful tall tree on which hung the most magnificent pears. She clambered so nimbly between the branches like a squirrel, that the King's son did not know where she was gone. He waited until her father came, and said to him, "The stranger maiden has escaped from me, and I believe she has climbed up the pear-tree." The father thought, "Can it be Cinderella?" and had an axe brought and cut the tree down, but no one was on it. And when they got into the kitchen, Cinderella lay there amongst the ashes, as usual, for she had jumped down on the other side of the tree, had taken the beautiful dress to the bird on the little hazel-tree, and put on her gray gown.

On the third day, when the parents and sisters had gone away, Cinderella went once more to her mother's grave and said to the little tree—

"Shiver and quiver, my little tree,  
Silver and gold throw down over me."

And now the bird threw down to her a dress which was more splendid and magnificent than any she had yet had, and the slippers were golden. And when she went to the festival in the dress, no one knew how to speak for astonishment. The King's son danced with her only, and if any one invited her to dance, he said, "She is my partner."

When evening came, Cinderella wished to leave, and the King's son was anxious to go with her, but she escaped from him so quickly that he could not follow her. The King's son, had, however, used a stratagem, and had caused the whole staircase to be smeared with pitch, and there, when she ran down, had the maiden's left slipper remained sticking. The King's son picked it up, and it was small and dainty, and all golden. Next morning, he went with it to the father, and said to him, "No one shall be my wife but she whose foot this golden slipper fits." Then were the two sisters glad, for they had pretty feet. The eldest went with the shoe into her room and wanted to try it on, and her mother stood by. But she could not get her big toe into it, and the shoe was too small for her. Then her mother gave her a knife and said, "Cut the toe off; when thou art Queen thou wilt have no more need to go on foot." The maiden cut the toe off, forced the foot into the shoe, swallowed the pain, and went out to the King's son. Then he took her on his horse as his bride and rode away with her. They were obliged, however, to pass the grave, and there, on the hazel-tree, sat the two pigeons and cried,

"Turn and peep, turn and peep,  
There's blood within the shoe,  
The shoe it is too small for her,  
The true bride waits for you."

Then he looked at her foot and saw how the blood was streaming from it. He turned his horse round and took the false bride home again, and said she was not the true one, and that the other sister was to put the shoe on. Then this one went into her chamber and got her toes safely into the shoe, but her heel was too large. So her mother gave her a knife and said, "Cut a bit off thy heel; when thou art Queen thou wilt have no more need to go on foot." The maiden cut a bit off her heel, forced her foot into the shoe, swallowed the pain, and went out to the King's son. He took her on his horse as his bride, and rode away with her, but when they passed by the hazel-tree, the two pigeons sat on it and cried,

"Turn and peep, turn and peep,  
There's blood within the shoe,  
The shoe it is too small for her,  
The true bride waits for you."

He looked down at her foot and saw how the blood was running out of her shoe, and how it had stained her white stocking. Then he turned his horse and took the false bride home again. "This also is not the right one," said he, "have you no other daughter?" "No," said the man. "There is still a little stunted kitchen-wench which my late wife left behind her, but she cannot possibly be the bride." The King's son said he was to send her up to him; but the mother answered, "Oh, no, she is much too dirty; she cannot show herself!" He absolutely insisted on it, and Cinderella had to be called. She first washed her hands and

face clean, and then went and bowed down before the King's son, who gave her the golden shoe. Then she seated herself on a stool, drew her foot out of the heavy wooden shoe, and put it into the slipper, which fitted like a glove. And when she rose up and the King's son looked at her face, he recognized the beautiful maiden who had danced with him and cried, "That is the true bride!" The step-mother and the two sisters were terrified and became pale with rage; he, however, took Cinderella on his horse and rode away with her. As they passed by the hazel-tree, the two white doves cried,

"Turn and peep, turn and peep,  
No blood is in the shoe,  
The shoe is not too small for her,  
The true bride rides with you,"

and when they had cried that, the two came flying down and placed themselves on Cinderella's shoulders, one on the right, the other on the left, and remained sitting there.

When the wedding with the King's son had to be celebrated, the two false sisters came and wanted to get into favor with Cinderella and share her good fortune. When the betrothed couple went to church, the elder was at the right side and the younger at the left, and the pigeons pecked out one eye of each of them. Afterwards as they came back the elder was at the left, and the younger at the right, and then the pigeons pecked out the other eye from each. And thus, for their wickedness and falsehood, they were punished with blindness as long as they lived.



**Lesson Title:** Library Day!

**Grade:** 9 and 10

**Duration:** 50 minutes

**Date:** Wednesday

**Objectives**

SWBAT research a topic using what the school library.

**Cultural Objectives**

Students will:

- Discover about new cultures through literature and library research

**SSS**

**LA.910.6.3.3: The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.**

**Materials**

Library  
Journal  
Pen/Pencil

**Procedure**

**Attendance and Library (50 minutes)**

Students will be taken to the library (after attendance, about 5 minutes) and it is there they will begin their search for another version of Cinderella that we have not yet covered (ELL students will have access to the teacher, librarian, computers and other students in order to help them with their research). They will pick one and in their journals, they will write what the story is about and the culture that it is from. Then, the students will be able to do further research on cultures from the first two Cinderella stories in order to get a good idea about the cultural aspect of the story. If the students finish early, they will be given an H map for their compare and contrast of two stories of their choice which will be completed that day, or for homework. Students will also turn in their rough draft for their personal Cinderella story.

**Assessment**

Students will be assessed on participation in researching in the library and their ability to find what they are searching for.

**Lesson Title:** Cinderella Movie

**Grade:** 9 and 10

**Duration:** 50 minutes

**Date:** Thursday

**Objectives**

SWBAT visualize the story of Cinderella and get a better understanding of the base storyline.

**Cultural Objectives**

SWBAT take the animated version of Cinderella and compare it to the written versions from different cultures

**SSS**

**LA.910.6.4.1: The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and**

**Materials**

Cinderella Movie

Cinderella Movie Questions

**Procedure**

**Introduction/Attendance (5-10 minutes)**

Students will come in and take their seats. The Cinderella worksheet will be passed out and directions briefly explained.

Students will work on the worksheet as the movie progresses. ELL students can whisper to their neighbor if they don't understand a question or they can raise their hand and the teacher will come over to them.

**Disney's Cinderella**

Students will be watching the Disney version of Cinderella and answering a corresponding worksheet. The work is due at the end of the class.

**Assessment**

Students will be graded on the worksheet

**Lesson Title:** Cinderella Quiz and Project

**Grade:** 9 and 10

**Duration:** 50 minutes (20 for the quiz and 30 for the project)

**Date:** Friday

### **Objectives**

Students will demonstrate their knowledge of Cinderella by completing the written prompt as a quiz

Students will be able to call on prior knowledge to answer the quiz prompt critically

Students will be able to be creative and improve their writing skills by creating their own story

### **Cultural Objectives**

Students will be able to use prior and new knowledge of cultures to create a story and take the quiz

### **SSS**

**LA.910.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.**

**LA.910.3.5.2 - include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and**

**LA.910.3.4.3 - punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;**

**LA.910.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;**

### **Materials**

Cinderella prompt

Cinderella detailed assignment handout

### **Procedure**

#### **Quiz and Attendance**

Students will come into class and begin working on the Cinderella writing prompt (at that time, attendance will be taken).

**Based on what you have gained about the stories of Cinderella, write a detailed reflection about your experience. Use references from the stories that we discussed.**

**Next, complete your own H map using two of your favorite stories.**

They will have 20 minutes to fully answer the prompt.

After the quiz is collected a detailed explanation of the assignment (hand out) and the remaining time can be used for them to begin working.

**Assessment**

Students will be assessed on the Cinderella Quiz and they will also have their overall assessment of the material with their own story of Cinderella.

## **Cinderella Project**

You are going to be writing your own personal version of Cinderella! Remember, this is *your* personal Cinderella story. It can be in whatever setting you desire. Your main character doesn't have to be a house maid step daughter. They can be male or female. It can be whatever you want as long as it follows the principle of Cinderella.

Your story must include the following:

Setting- Where does your story take place?

Plot- What is the plot of this story? Is your character a high school student? What are the ups and downs for the main character? What does the main character go through? What is the ending reward for the main character? What is the climax?

Main character- Who is it? Male or Female or Animal? What is their name?

3 Evil Characters- Who are they? What is their relation to the main character? What makes them "evil"?

Magical character- Who is the magical character? What do they do to help? How are they summoned?

References- Feel free to use some references from all the Cinderella stories you have read this past week.

The story has to have all these elements and can be a minimum of 3 pages long. The story will be 3-5 double spaced, typed pages with 12 New Times Roman font. You must have the correct heading on the paper and please number the pages. A final reminder that this is your creative paper so has fun with it (but make it school appropriate).

Rubric for Cinderella Project

CATEGORY	4	3	2	1
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Problem/Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.

	consistently throughout.			
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## **Lesson Title: The Fairy Tale Book**

**Grade:** 9 and 10

**Duration:** 1 week

### **Objectives**

Students will:

- compile their stories that they have written over the semester into a final project
- decorate their project and make it reflect what it is about and who they are
- revise, edit, draft, and complete their own fairy tales, fables, and folklore

### **Cultural Objectives**

Students will:

- decorate their final project with different cultural references that reflect their story.

### **SSS**

**LA.910.3.5.3: The student will sharing with others, or submitting for publication.**

**LA.910.3.5.2: The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and**

**LA.910.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).**

### **Materials**

- Previous stories
- Creative materials (crayons, paper, markers)
- 3 ring binder (students need to have)

### **Procedure**

#### **Introduction/Attendance (5 minutes a day)**

Students are going to come in to the class and take their seats and get their stories out and begin working on editing, revising, peer reviewing and putting together their projects while attendance is being taken.

#### **Compiling the final project (1 week)**

Students will be instructed to take out their final stories that they have done over the course of the unit. They will also have to take out their 3 ring binder which they are going to use to put them together. They will be provided creative materials and paper so they can decorate their project. They will have the entire class to work on it. They will submit their finished project at the end of class and after they are graded, the student will choose their favorite story and it will be put in a class “Fairytale, Folklore, and Fable”



